

**THE EFFECT OF USING ROUND CLUB MODEL IN WRITING
NEWS ITEM TEXT AT SECOND GRADE OF SMA AL-HIDAYAH
MEDAN**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

Pohan, Mia Pratiwi. 1402050102. The Effect of Using Round Club Model in Writing News Item Text at Second Grade of SMA AL-HIDAYAH Medan. Skripsi. English Department of the Faculty of Teacher Training and Education of University Muhammadiyah Sumatera Utara, Medan, 2018.

This research dealt with The Effect of Using Round Club Model in Writing News Item Text at Second Grade of SMA AL-HIDAYAH Medan. The objective of the research was to find out the effect of using Round Club Model in writing news item text. This research was conducted at SMA AL-HIDAYAH, Jl. Letda Sudjono Gg. Perguruan No. 4 Bandar Selamat, Medan Tembung, Sumatera Utara of 2018/2019 academic year. The population of this research was the XI grade students consisting of three classes, XI IPA-1, XI IPS 1 and XI IPS 2 with total students 92. By using Purposive Sampling Technique it was chosen 2 classes; XI IPS-1 (26) and XI IPS-2 (26), with 52 students. XI IPS-2 class was Experimental class taught by using Round Club Model and XI IPS-1 class was Control class taught by using Lecturing Method. Written Test were administrated to the students. The researcher gave a pre-test, treatment and post-test to both groups. Having collected the data by using T-test formula, the result showed that t-test was 5,97 and t-table was 2,02. The fact showed that t-test was higher than t-table. (The null hypothesis or H_0 was rejected and the alternative hypothesis or H_a was accepted). The result of this research concluded that there was a significant effect of using Round Club Model in writing News Item Text.

Key Word : Round Club Model, News Item Text, Achievement.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of foreign languages used in Indonesia as a tool of communication, it is also an international language that the Indonesian have to know well. It has four skills that will be achieved in learning it, namely speaking, listening, reading and writing. It is very important for the Indonesian especially in developing human resources because much knowledge and education technology is written in English.

Writing is a skill which is used to communicate indirectly, without face to face interaction. Pardiyo (2007:2) stated that writing is a complex ability because the students have to express their ideas grammatically arranged by combining multiple components of the language itself. It meant that every student can give their ideas, opinions, and their knowledge when they would like to pour some arguments and to convey it in a form of statement or text.

In this research, the researcher chose news item text to develop students' writing skill, because the main function of the news item was to be recounted chronologically. Wahyuni (2007:97) stated that news item text is the text that is designed to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important. Marsada (2014:30) also stated that news item text is one kind of text that is useful for readers especially for students because it can give them about the important information that is useful in expanding their knowledge.

Many students were not interested in writing, because there were some skills they must had and they become problems for them. The problems were comprehension or conception of ideas, students made some grammatical mistakes, and also they had lack of vocabulary to organize the sequences of paragraphs well. These all caused their inability to understand the text itself.

Based on the researcher experienced at SMA Al-Hidayah Medan of the 2016/2017 academic year that students had the same problems in writing as what were explain above. Dealing with the fact, the researcher interested in conducting research entitled “The Effect of Using Round Club Model in Writing News Item Text at Second Grade of SMA Al-Hidayah Medan”. Aswita (2015:104) stated that round club is a learning model that provides the opportunity for students to give opinion on a scale in groups to finish the assignment that given by teacher.

Based on the explanation above, it was hoped that the problem could be solved by using Round Club Model. As this model could attract the students’ interest to write actively. The students got opportunity to give their own opinion towards a problem finished by the group assignment, it could influence students’ ability, students’ motivation and students’ learning activities. This was also the reason why the researcher chose this model to help students in writing news item text.

B. The Identification of the Problems

Based on the background above, the problems of this research identified as follow:

1. The students had difficulties in comprehension or conception of ideas.
2. The students made some grammatical mistakes.

3. The students had lack of vocabulary.

C. The Scope and Limitation

The scope of this research was writing and it was limited on news item text to the XI grade students of SMA AL-HIDAYAH Medan of 2018/2019 academic year.

D. The Formulation of the Problems

The problems of this research were formulated as the following : Was there any significant effect of using Round Club Model in Writing News Item Text?

E. The Objective of the Study

In line with the background, the objective of this research was to investigate the significant effect of using Round Club Model in Writing News Item Text.

F. The Significance of the Study

The findings of this research were expected to be useful and relevant in some respect either theoretically and practically.

i. Theoritically

The findings of this research were hoped to contribute to the teaching learning program of language skill, especially in writing news item text.

ii. Practically

1. The students, to help them to learn writing news item text.
2. The teachers, to provide more information about writing news item text.

3. Other researchers or readers, to add the knowledge about writing news item text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories were needed to explain some concepts applied concerning to the research. The theories classified to avoid confusion. The following theories used in this study.

1. Writing

Sarwono (2013:62) stated that writing is one of the most important skills in learning a language besides listening, reading, and speaking. Writing is one of the language skills when inform the writer's ideas in the written form. It meant that writing is a process who people write to often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. Pardiyono (2007:3) stated that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The writing as the production of written word that result in a text, but the text must be read and comprehend. From the definitions above the writer concluded that writing is a way to produce language that comes from the thought. By using writing, people can share their ideas, feeling or anything that exist in their mind. It is also a creative process and good writer must learn to communicate their ideas clearly.

1.1 The Stages of the Writing Process

Whatever readers writing habits, they are simply the enabling conditions that allow readers to begin and persue readers' writing process. Crimmon (2012:10-11) explained that the writing process will be devided into three stages: planning, drafting, and revising.

1. Planning

Planning is any orderly procedure used to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing. When readers begin any writing project, readers need to discover what is possible. Readers need to locate and explore a variety of subjects. Readers need to invent alternative ways to think and write about each subject. And readers need to consider all ideas, however mundance or unsettling, in order to select and create the substance out of which readers will shape subject.

2. Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing. Once planning has enabled readers to identify several subjects and encouraged readers to gather information on those subjects from different perspectives, readers need to determine what readers can best accomplish in writing. Readers need to select one subject and organize your information about it into meaningful clusters. Then readers need

to find connection among those clusters and discover the relationship that links the connections.

3. Revising

Revising is a procedure for improving for correcting or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing. After readers have completed readers' preliminary draft, readers need to stand back from readers' text and decide what actions would seem to be most productive. Readers may have to embark upon global revisiona complete recreation of the world of readers' writing. Or readers may be able to begin local revisiona concerted effort to perfect the smaller elements in a piece of writing readers have already created.

1.2 Genres of Writing

Pardiyono (2007:2-3) stated that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situation. For many people, it is intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur.

Based on the explanation above, researcher knew that genre is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, researcher can construct appropriate text that can be understood clearly by others.

The texts are classified into several genres (Mandra,2016:3-59) they are:

1. Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.
2. Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.
3. Descriptive is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, and thing.
4. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
5. Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.
6. News item is a text which informs readers about events of the day. The events are considered newsworthy or important.
7. Discussion is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.
8. Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.
9. Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way.

10. Report is a text which presents information about something, as it is.
It is as a results of systematic observation and analysis.
11. Spoof is a text which tells factual story, happened in the past time
with unpredictable and funny ending. Its social function is to
entertain and share the story.
12. Recount is a text which retells events or experiences in the past. Its
purpose is either to inform or to entertain the audience. There is no
complication among the participants and that differentiates from
narrative.
13. Review is one of text genres. This classification of text types is
commonly based on the structure which used by the writer to
compose his text. Each text type will have different form of generic
structure.

1.3 Steps to Teach Writing Genres

Pardiyono (2007:4-5) stated that there are seven steps to teach writing genres:

1. Familiarisation with the genre

Integration with reading and oral language, for example, comparing samples of the genre, using sample displays, reading to and reading with students.

2. Use an example to devise a framework

Students analyse one effective sample of the text form. Students discover the framework of a form of a text. Create a framework with key words/prompts for the genre.

3. Modelled writing (teacher only)

The teacher 'thinks aloud' as he/she writes while the class observe.

4. Shared writing

Teacher has the pen and continues to 'think aloud' but uses students' ideas also. Students engage in talking, writing and reading within the genre.

5. Students plan their writing

Students can plan their writing in pairs/groups using the framework they have devised.

6. Independent writing

Students plan and write their own piece including drafting, editing and redrafting.

7. Presentation to audience

Students write for real purpose and for real audience.

2. News Item Text

News item is neither a paragraph nor an essay (Sanggam,2010:19). In stead this conforms to any written english text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important. Here, the students were required to be able to produce short and simple news item text in daily life context. And also news item is a text which informs readers about events of the day (Mandra,2016:26). The events are considered newsworthy or important. The social function of news item text to inform the readers about an event of the day which are considered newsworthy or important.

Indicators of writing news item text refers to the degree in which a writer can be categories as good or poor writer. It means that how far the students understand to make a news item text and which indicators that has been achieve.

There were five components scale in scoring student's writing with the indicators criteria :

- Content : The students ability to write the ideas and information in the form of logical statement and systematic.
- Organization : Student ability organize which is newsworthy event, background events and source.
- Vocabulary : The choice of word.
- Mechanics : Grammar, spelling, punctuation and capitalization.
- Language Use : Using material process, passive sentences, action verbs, saying verbs.

1. The Generic Structure of News Item Text

According to Sanggam (2010:19) stated that there are three elements in news item text, which are:

a. Newsworthy Event

A news item text begins with a newsworthy event that shows the reader at first glance what the story of event is about and what its emphasis. But, the newsworthy event does not explain too many details in which the story is about. It is written in a short form, for about two or three sentences long. The newsworthy event should recount the events in summary form (Sanggam,2010:19).

b. Background Events

The middle part of news item is called background events. This main body of the news item consists of one or more paragraphs or background events. Each paragraph explains the details of the event stated in the newsworthy event. In the background event, the writer elaborates what happened and to whom the event happened and in what situation the event happened (Sanggam,2010:19).

c. Source

The sources as part of the news item text is comments by participants in, witnesses to and authorities experts on the event (Sanggam,2010:19).

2. The Language Features of News Item Text

News item text has language features (Mandra, 2016:26) which are:

- a. Using material process to retell the event (in the text below, many of the material processes are nominalized)
- b. Information on the use of head lines
- c. Use of action verbs (hit, attack)
- d. Use of saying verbs (said, added, claimed)
- e. Use of passive sentences (Aceh was hit by Tsunami in 2004)
- f. Use of adverbs in passive sentences (The victims were injured)

3. The Example of News Item Text

This text was taken from (Mandra,2016:26). This text was about:

Town Contaminated

a. *Newsworthy events*

Moscow – A Russian journalist has uncovered evidence of another Soviet nuclear catastrophe, which killed 10 sailors and contaminated an entire town.

b. *Background Events*

Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of Shkotovo – 22 near Vladivostok.

The accident, which occurred 13 months before the Chernobyl disaster, spread radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the cleanup operation to remove more than 600 tonnes of contaminated material were sworn to secrecy.

c. *Sources*

A board of investigators was later to describe it as the worst accident in the history of the Soviet Navy.

3. Round Club Model

Aswita (2015:104) stated that round club is a learning model that provides the opportunity for students to give opinion on a scale in groups to finish the assignment that given by teacher. Based on the explanation above, the teacher should try using round club model to attract the students’ interest to write actively. If they write about what they know, they have something useful or interesting to

write so then the process of writing can be absorbed and enjoyable. There are many texts that students learn, one of them is news item text. In this way, the students are expected to be able to learn and practice writing the news item text in groups that given by the teacher. The writer intends to every student get opportunity to give their own opinion towards a problem finished by the group assignment, it can influence students' writing ability, students' motivation, and students learning activities.

The procedure of applying round club model is described as follows:

- a. The teacher explains about the learning purpose or basic competence.
- b. The teacher devides students into some groups.
- c. The teacher gives task or worksheet that contains material that will be discussed.
- d. One of the student in each group assesses by providing views and thoughts on the tasks that they are doing.
- e. The next student have to join to give their opinion as well.
- f. The next point is the students do the same way on a scale clockwise or from left to right.
- g. The teacher gives score for student work and a final conclusion.

3.1 Advantages and Disadvantages of Round Club Model

Aswita (2015:104-105) stated that there are some advantages of applying round club model. They are:

- a. Every student gets chance to give their own opinion towards problem that will be finished.
- b. It can increase student learning activities.

- c. Students' thoughts will be broader because each group member gives their contribution

And there are some disadvantages of applying round club model, they are :

- a. Much time is wasted by using round club model.
- b. Class situation becomes noisy.

B. Relevant Study

The previous research were based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevants of the study with the research as followed :

1. Sabaniah (2016) Department of English Education, Muslim Nusantara Al Washliyah University, Medan. The researcher investigated that theory was a significant effect of students' achievement in writing news item text. The result the used of this model was significantly different between Round Club Model and Lecturing Method. Round Club Model was more easily to students and effective to increase students' in learning news item text.
2. Sri Wahyuni (2014) English Department, The Faculty of Teacher Training and Education of Bung Hatta University. The researcher investigated that theory was a significant effect of students' writing ability in news item text after being taught using Thematic Picture. The result showed that score between Thematic Picture and conventional writing activities were significantly different. It meant that the Thematic Picture effective to increase students' wrtiting ability in news item text.
- 3.

C. Conceptual Framework

Writing is one of four skills which must be acquired in language learning. Thinking, feeling, event, histories, and ideas can be expressed through writing. In the process of writing, people give full shape to their thoughts, their feelings in writing. News item text is one of writing genres. News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

Writing news item text is not as easy as students think. Almost students feel difficult in writing especially news item text because they can not determine the generic structure of news item text. They do not have many ideas and also they do not know how to describe the materials. For this case, the teacher has to prepare a good model to teach writing news item text so the students can enjoy the materials and understand the material easily. There are many learning models that can be used to help students to write news item text. One of the model is Round Club. Round Club is a learning model that provides the opportunity for students to give opinion on a scale in groups to finish the assignment that given by teacher. By using Round Club, students will understand and are interested in writing news item text actively, the process of writing can be absorbed and enjoyable.

In this way, the students are expected to be able to learn and practice writing the news item text in groups given by the teacher. Every student gets opportunity to give his/her own opinion towards a problem finished by the group. So, Round Club can effect the students' achievement in writing news item text.

D. Hypothesis

The hypothesis of the research was :

H_a : There was a significant effect of using Round Club Model in writing news item text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research will be conducted at the XI grade students of SMA Al-Hidayah Medan at Jl. Letda Sudjono Gg. Perguruan No. 4 Bandar Selamat, Medan Tembung, Sumatera Utara of 2018/2019 academic year. The reason for choosing this school because the researcher found that students especially XI IPS 1 & 2 had problems in writing news item text. They had low mastery of writing news item text.

B. Population and Sample

a. Population

The population of this research will be taken from XI grade students of SMA Al-Hidayah Medan of the academic year 2018/2019, at Jl. Letda Sudjono Gg. Perguruan No. 4 Bandar Selamat, Medan Tembung, Sumatera Utara, who consist of three classes ; they are XI IPA-1, XI IPS 1 and XI IPS 2 with the total students are 92.

b. Sample

The sample in this research is XI-IPS 2 students who consist of 26 students as the experimental group and XI-IPS 1 students who consist of 26 students as the control group choosen by using Purposive Sampling Technique.

Table 3.1

No	Class	Population	Sample
1	XI-IPA 1	40	-
2	XI-IPS 1	26	26
3	XI-IPS 2	26	26
Total		92	52

C. Research Design

The experimental quantitative research is applied in this research. The experimental quantitative is a study with two different groups; experimental group consists of 26 students and control group with 26 students. The experimental group is taught by using Round Club Model and the control group by using Lecturing Method.

In this research, there are two types of variable which are Independent variable and Dependent variable. The Independent variable is Using Round Club Model and the Dependent variable is Writing News Item Text.

Pre-test will be given to both groups to know the ability of students in writing news item text. Post-test will be given to both of groups to know the ability of students in writing news item text after implementating the treatment, the design of this study can be seen in the following table 3.2.

TABLE 3.2

RESEARCH DESIGN

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Round Club Model	✓
Control	✓	Lecturing Method	✓

1) Pre-Test

The pre-test is conducted to know each students' ability in the experimental group and control group before do the treatment. Both of groups will be asked to write news item text using topic is given by the teacher.

2) Treatment

The treatment refers to the procedure of teaching. The treatment will be given for this two class, experimental group and control group. Both of groups will be taught the same material by using different way. The experimental group is taught by using round club model and control group by using Lecturing Method.

3) Post-Test

The post-test is conducted to know each students' writing ability after the treatment applied. It is administrated to experimental group and control group. The administrating of the post-test means to find the differences scores of both experimental and control groups.

D. Instrument of The Research

Sugiyono (2013:103) states that instrument research is a device used by the research while collecting the data to make his work becomes easier and to get better results, complete and systematic in order to make the data easy to process.

In this research, the instrument is written test. In this test, the students are asked by the researcher to write news item text based on the argument on the Round Club Model. It is used to know about students' understanding to write news item text after they has given treatment.

To find out the qualification of the students' writing, Sugiyono (2013:142-143) states that there are five components scale in scoring students' writing as following mention.

1) Content

27-30 Excellent to very good: For students with some knowledge of subject adequate or range-limited development, mostly relevant to topic sentences, but lacks the details

22-26 Good to average: For students with some knowledge of subject adequate or range-limited out but lacks the detail.

17-21 Fair to poor: When a student with limited of subject little substance in adequate development of subject.

13-16 Very poor: When a student does not show the knowledge of subject, non substantive, not pertinent or not enough to evaluate.

2) Organization

The organization refers to the student's ability to write idea and information in good logical order. Topic and supporting sentences are clearly stated. The criteria as follows:

18-20 Excellent to very good: where a is to provide fluent expression, ideas clearly stated, sentences were organized logical sequence cohesive.

14-17 Good to average: Some what choppy, loosely organized but the main ideas stand out.

10-13 Fair to poor: Non-fluent ideas confused or disconnected, lack logical sequencing and development

7-9 Very poor: Does not communicate, no organization, or not enough to evaluate.

3) Vocabulary

The criteria for scoring the vocabulary would be given below:

18-20 Excellent to very good: A student with sophisticated range of fictively word form, imitative appropriate register.

14-17 Good to average: Adequate range occasionally errors, meaning not obscure.

10-13 Fair to poor: Limited range, frequent errors of words idiom form, choice, usage, put meaning confused or obscured.

7-9 Very poor: Look of essential translation, little knowledge of English vocabulary, idioms, word, form or not enough to evaluate.

4) Language use

Language use refers to someone's capability in write, simple, complex or compound sentences correctly and logically. It also refers to the ability to use arrangement in sentences and some other words, such as nouns, adjectives, and signals. The criteria as follows:

22-25 Excellent to very good: Effective complex construction, few errors of arrangement, tenses, numbers, word order, articles, pronouns, proposition.

18-21 Good to average: Some ineffective complex construction. Frequent errors the use of sentence elements.

11-17 Fair to poor: Major problem in simple complex construction, frequent errors of negations, number etc.

5-10 Very poor: Usually to mastery of sentence construction rules dominated by errors does not communicate, not enough to evaluate.

5) Mechanics

The criteria for scoring the mechanics would be given as follows:

5 Excellent to very good: Demonstrated mastery of punctuations, few errors in spelling.

4 Good to average: Occasional errors in spelling, punctuation, capitalization, write sentences but meaning not obscured.

3 Fair to poor: Frequent errors of spelling, punctuation and capitalization, write sentence.

2 Very poor: No mastery of conversation, dominated by errors of spelling, punctuation, capitalization, write sentence, hand write nor enough to evaluate.

E. Technique of Analyzing The Data

In this research, the analysis use quantitative analysis technique. It aims at knowing the influence of Round Club Model in writing news item text. First, the data are collected. Then, the data are classified into Round Club Model. Finally, the data of Round Club Model will be calculated and to know the kind of Round Club model used by students to give argument in writing news item text. To analyze the quantitative data, the researcher uses statistical calculation of the T-test to determine the result of the research. It is used in order to know the difference score between the students who are taught news item text by using Round Club Model and without using Round Club Model or Lecturing Method.

The data will be collected from the pre-test and post-test then are analyzed by using the following steps:

- 1) Determining mean deviation of experiment group, with formula:

$$M_x = \frac{\sum X}{N}$$

Where:

M_x : mean of experimental class

$\sum X$: total of deviation of experimental class

N : number students of experimental class

- 2) Determining mean deviation of control class, with formula:

$$M_y = \frac{\sum Y}{N}$$

Where:

M_y : mean of control class

$\sum Y$: total of deviation of control class

N : number students of control class

- 3) To find out the deviation of each post-test score from pre-test score of experimental class, with formula:

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where:

$\sum x^2$: deviation of each post-test score from pre-test of experimental class

N : number students of experimental class

- 4) To find out the deviation of each post-test score from pre-test score of control class, with formula:

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

Where:

$\sum y^2$: deviation of each post-test score from pre-test of control class

N : number students of control class

- 5) In hypothesis testing, the researcher used t-test formula. The t-test which is used in this research was as followed:

Where:

$$T - test = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_1 - N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

t = total score

M_x = mean of experiment class

M_y = mean of control class

$\sum x^2$ = standard deviation of experimental class

$\sum y^2$ = standard deviation of control class

N_1 = total number sample of experimental class

N_2 = total number sample of control class

- 6) Determining t-table in significance level 5% with degree of freedom (df)

$$df = (N_x + N_y) - 2$$

Where:

N : number of students

K: number of variable

F. Statistical Hypothesis

In this research statistical hypothesis has been used to decide whether the hypothesis will be accepted or rejected. The statistic formula :

If $t\text{-test} > t\text{-table} = H_a$ is accepted and H_o is rejected

If $t\text{-test} < t\text{-table} = H_a$ is rejected and H_o is accepted

Where :

H_a : There is a significant effect of using round club model in writing news item text. (The hypothesis will be accepted)

H_o : There is no significant effect of using round club model in writing news item text. (The hypothesis will be rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving a written test. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test. The students' score of experimental group showed that the highest score of pre-test was 75 and lowest was 59. While the highest score of post-test was 92 and the lowest was 78. Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 69 and the lowest was 50. While the highest score of post-test was 81 and lowest was 57.

B. Data Analysis

Based on the data from the test, the scores were analyzed in order to know differences between pre-test and post-test of experimental group.

Table 4.1
THE SCORE OF PRE-TEST IN EXPERIMENTAL GROUP

No	Student's Initial	Content	Organization	Vocabulary	Language Use	Mechanic	Score
1	AF	20	11	11	15	3	60
2	AL	21	13	14	16	4	68
3	FY	21	14	15	17	4	71
4	MAR	19	13	12	15	4	63
5	MA	20	13	12	15	3	63
6	MD	22	15	16	18	4	75
7	MI	19	13	12	16	4	64
8	MIB	20	12	14	17	4	67

9	NC	21	12	13	16	4	66
10	NH	20	13	13	16	4	66
11	NN	19	14	13	16	4	66
12	PS	18	13	13	15	3	62
13	PB	21	15	16	17	4	73
14	PO	22	14	15	17	4	72
15	PS	20	13	13	15	4	65
16	RM	19	11	12	15	4	61
17	RE	18	12	11	14	4	59
18	RL	21	12	13	17	4	67
19	RW	21	13	13	17	4	68
20	RG	20	13	11	15	4	63
21	TR	19	13	13	16	3	64
22	TW	20	16	15	19	4	74
23	UK	21	15	16	19	4	75
24	WA	18	13	12	16	3	62
25	YH	21	15	14	16	4	70
26	YL	21	14	15	18	4	72

Table 4.2

THE SCORE OF POST-TEST IN EXPERIMENTAL GROUP

No	Student's Initial	Content	Organization	Vocabulary	Language Use	Mechanic	Score
1	AF	23	15	16	20	4	78
2	AL	24	16	17	23	5	85
3	FY	24	16	18	22	4	84
4	MAR	24	17	17	21	4	83
5	MA	24	16	17	23	5	85
6	MD	28	18	18	23	5	92
7	MI	23	17	18	22	4	84

8	MIB	24	15	15	20	4	78
9	NC	27	18	17	22	5	89
10	NH	25	17	16	23	5	86
11	NN	25	17	16	22	4	84
12	PS	23	18	17	20	4	82
13	PB	26	19	18	24	5	92
14	PO	28	18	18	21	5	90
15	PS	27	18	17	23	5	90
16	RM	22	18	17	19	4	80
17	RE	21	16	18	20	4	79
18	RL	25	16	19	23	5	88
19	RW	25	18	18	22	4	87
20	RG	26	18	18	19	4	85
21	TR	25	18	17	19	4	83
22	TW	23	16	17	20	4	80
23	UK	22	18	17	20	4	81
24	WA	22	17	16	23	4	82
25	YH	23	18	17	20	4	82
26	YL	23	18	17	20	4	82

After finding out the score of the students' writing news item text in experimental group, the next step was to calculate the total score of students' writing achievement.

Table 4.3**THE TEST RESULT OF THE EXPERIMENTAL GROUP**

No	Student's Initial	Pre-test of score x_1	Post-test of Score x_2	Gained Score X	X^2
1	AF	60	78	18	324
2	AL	68	85	17	289
3	FY	71	84	13	169
4	MAR	63	83	20	400
5	MA	63	85	22	484
6	MD	75	92	17	289
7	MI	64	84	20	400
8	MIB	67	78	11	121
9	NC	66	89	23	529
10	NH	66	86	20	400
11	NN	66	84	18	324
12	PS	62	82	20	400
13	PB	73	92	19	361
14	PO	72	90	18	324
15	PS	65	90	25	625
16	RM	61	80	19	361
17	RE	59	79	20	400
18	RL	67	88	21	441
19	RW	68	87	19	361
20	RG	63	85	22	484
21	TR	64	83	19	361
22	TW	74	80	6	36
23	UK	75	81	6	36
24	WA	62	82	20	400
25	YH	70	82	12	144
26	YL	72	82	10	100

Σ	Total	Σx_1 1.736	Σx_2 2.191	ΣX 455	ΣX^2 8.563
		M= 66,76	M= 84,26		

The table of students' score in the experimental group showed that the mean score of pre-test in experimental group was 66,76, while the mean score of post-test was 84,26. Total gained score in this class was 455. It concluded that there was significance in pre-test and post-test. The score of post-test was higher than pre-test.

Table 4.4

THE SCORE OF PRE-TEST IN CONTROL GROUP

No	Student's Initial	Content	Organization	Vocabulary	Language Use	Mechanic	Score
1	AE	15	12	10	10	3	50
2	AF	17	13	12	12	3	57
3	AH	16	12	11	13	4	56
4	ASL	20	14	16	13	4	67
5	AS	18	11	10	9	3	51
6	AA	18	13	13	14	3	61
7	AFY	17	12	12	11	3	55
8	AHT	19	15	15	12	4	65
9	DS	20	13	12	16	3	64
10	FL	19	13	11	10	4	57
11	FH	17	12	11	9	3	52
12	FA	20	14	13	18	4	69
13	HN	18	12	12	11	3	56
14	HA	19	12	13	11	3	58
15	IS	20	16	15	12	4	67
16	IA	16	13	14	14	3	60

17	JR	20	16	15	12	4	67
18	JA	21	12	11	15	3	62
19	KA	19	14	14	13	4	64
20	LA	21	13	12	16	4	66
21	MF	21	13	12	16	4	66
22	MP	19	14	14	13	4	64
23	MR	21	12	11	15	3	62
24	NH	20	16	15	12	4	67
25	OR	16	13	14	14	3	60
26	TS	20	16	15	12	4	67

Table 4.5

THE SCORE OF POST-TEST IN CONTROL GROUP

No	Student's Initial	Content	Organization	Vocabulary	Language Use	Mechanic	Score
1	AE	17	12	12	15	3	59
2	AF	20	13	12	13	4	62
3	AH	18	11	12	14	4	59
4	ASL	23	17	16	19	4	79
5	AS	19	11	10	13	4	57
6	AA	20	14	14	15	4	67
7	AFY	18	12	10	13	4	57
8	AHT	20	16	16	12	4	68
9	DS	23	16	15	17	4	75
10	FL	20	15	14	17	4	70
11	FH	19	12	10	14	3	58
12	FA	23	18	16	19	4	80
13	HN	21	16	15	13	4	69
14	HA	20	15	16	15	4	70
15	IS	23	19	18	16	4	80

16	IA	18	13	14	15	3	63
17	JR	23	18	19	17	4	81
18	JA	22	19	16	17	4	78
19	KA	20	16	15	17	4	72
20	LA	22	19	18	18	4	81
21	MF	22	19	18	18	4	81
22	MP	20	16	15	17	4	72
23	MR	22	19	16	17	4	78
24	NH	23	18	19	17	4	81
25	OR	18	13	14	15	3	63
26	TS	23	19	18	16	4	80

After finding out the score of the students' writing news item text in control group where the students had been taught without round club, the next step was to calculate the total score of students' writing achievement.

Table 4.6

THE TEST RESULT OF THE CONTROL GROUP

No	Student's Initial	Score of Pre-test Y_1	Score of Post-test Y_2	Gained Score Y	Y^2
1	AE	50	59	9	81
2	AF	57	62	5	25
3	AH	56	59	3	9
4	ASL	67	79	12	144
5	AS	51	57	6	36
6	AA	61	67	6	36
7	AFY	55	57	2	4
8	AHT	65	68	3	9
9	DS	64	75	11	121

10	FL	57	70	13	169
11	FH	52	58	6	36
12	FA	69	80	11	121
13	HN	56	69	13	169
14	HA	58	70	12	144
15	IS	67	80	13	169
16	IA	60	63	3	9
17	JR	67	81	14	196
18	JA	62	78	16	256
19	KA	64	72	8	64
20	LA	66	81	15	225
21	MF	66	81	15	225
22	MP	64	72	8	64
23	MR	62	78	16	256
24	NH	67	81	14	196
25	OR	60	63	3	9
26	TS	67	80	13	169
Σ	Total	ΣY_1 1.590	ΣY_2 1.840	ΣY 250	ΣY^2 2.942
		M= 61,15	M= 70,76		

The table of students' score in control group showed that the mean score of pre-test was 61,15 and the mean score of post-test was 70,76. The total gained score was 250.

From the tables above, the researcher concluded that the experimental group that used round club model in writing news item text got higher score than the control group that didn't use round club model.

Analyzing the Data by Using T-Test Formula

In analyzing the data, the researcher used statistic calculation of the t-test formula with degree of significance 5%. Before computing the t-test above, the researcher did some steps as follows:

1. Finding out the Mean of Deviation of experimental class (M_x)
 - a. The post-test score of each student was subtracted by the pre-test score.
 - b. Then, the researcher counted the total of the deviation.
 - c. The total of the deviation of students in experimental class was divided by the number of students in that class.

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{455}{26}$$

$$M_x = 17,5$$

2. Finding out the Mean of Deviation of control class (M_y)
 - a. The post test score of each student was subtracted by the pre-test score.
 - b. Then, the researcher counted the total of the deviation.
 - c. The total of the deviation of students in control class was divided by the number of students in that class.

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{250}{26}$$

$$M_y = 9,61$$

3. Finding out the Deviation of each post test from Pre-test score of Experimental Class ($\sum x^2$)

To find out $\sum x^2$ the researcher squared the deviation of post-test from the pre-test score of each students of experimental class. Then the result was counted up. The total of squared deviation above was subtracted by the distribution of the square of the total deviation and number of that class. The calculation was as follow:

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = 8.563 - \frac{(455)^2}{26}$$

$$\sum x^2 = 8.563 - \frac{207.025}{26}$$

$$\sum x^2 = 8.563 - 7.962,5$$

$$\sum x^2 = 600,5$$

4. Finding out the Deviation of each post test from Pre-test score of Control Class ($\sum y^2$)

To find out $\sum y^2$ the researcher squared the deviation of post-test from the pre-test score of each students of control class. Then the result was counted up. The total of squared deviation above was subtracted by the distribution of the square of the total deviation and number of that class. The calculation was as follow:

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$\Sigma_Y^2 = 2.942 - \frac{(250)^2}{26}$$

$$\Sigma_Y^2 = 2.942 - \frac{62.500}{26}$$

$$\Sigma_Y^2 = 2.942 - 2.403,8$$

$$\Sigma_Y^2 = 538,2$$

5. The Hypothesis Testing was T-test

$$T-test = \frac{M_X - M_Y}{\sqrt{\left(\frac{\Sigma_X^2 + \Sigma_Y^2}{N_{1+N_2} - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$T-test = \frac{17,5 - 9,61}{\sqrt{\left(\frac{600,5 + 538,2}{52 - 2}\right)\left(\frac{1}{26} + \frac{1}{26}\right)}}$$

$$T-test = \frac{7,89}{\sqrt{\left(\frac{1.138,7}{50}\right)\left(\frac{2}{26}\right)}}$$

$$T-test = \frac{7,89}{\sqrt{\left(\frac{2.277,4}{1300}\right)}}$$

$$T-test = \frac{7,89}{\sqrt{1,75}}$$

$$T-test = \frac{7,89}{1,32}$$

$$T-test = 5,97$$

6. Determining t-table in significance level 5% with Degree of Freedom

(df):

$$df = (N_x + N_y) - 2$$

$$df = (26+26) - 2$$

$$df = 52 - 2$$

$$df = 50$$

The degree of freedom (df) = 50

C. Testing Hypothesis

After calculating the data previously by using t-test formula, the researcher tested the hypothesis based on the statistical hypothesis.

1. If $t_{\text{test}} > t_{\text{table}}$ = the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Where, there was a significant effect of using round club model in writing news item text.
2. If $t_{\text{test}} < t_{\text{table}}$ = the null hypothesis (H_0) was accepted and the alternative hypothesis (H_a) was rejected. Where, there was not a significant effect of using round club model in writing news item text.

The result from calculating the data was $t_{\text{test}} = 5,97$ and $t_{\text{table}} = 2,02$. It meant that t_{test} was higher than t_{table} in significance level 5%, so the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted.

Based on the analysis of the result, the researcher concluded that teaching writing news item text by using Round Club model was effective. It could be seen from the result above ($5,97 > 2,02$).

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by using Round Club Model got higher score than those who were taught by using Lecturing Method. It was

proved from the result of t-test which was 5,97 and t-table which was 2,02, $t\text{-test} > t\text{-table}$. It meant that the students' achievement in writing news item text by using Round Club Model was significant than using Lecturing Method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found there was a significant effect of using Round Club Model in writing News Item Text. Round Club Model was one of resolution to help students more active and develop the students' achievement in writing news item text. It proved from the total scores of pre-test and post-test, 1.736 and 2.191 respectively. It was found that was t-test higher than t-table or $5,97 > 2,02$ with $df = 50$ in significance level 5% .

B. Suggestion

Referring to the conclusion above, some suggestion were stated as the following :

1. The English teachers are suggested to use Round Club Model in teaching writing skills. By using Round Club Model, the teachers easily teach writing interestingly because this model can help the teacher easily to manage students in the class, it also can make the students enjoy, active, and learn new vocabulary easier.
2. The students are suggested to do a lot of practices to master writing. After they learn writing skills with using round club model, they can add knowledge about writing skill and increase their knowledge about news item text.
3. The readers, this finding is a basic information to increase the knowledge of using Round Club Model in teaching learning process.

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